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ABSTRACT

This guide offers strategies for working with students with autism in the areas of academic instruction, organization and time management, and social skills. The importance of considering the autistic student's use of language and thinking style is stressed. Chapter 1, "Who Are Higher Functioning Young Adults with Autism?" (Ann Fullerton), provides the current definition of higher functioning autism and describes the sensory, cognitive, and social experiences of these persons. Chapter 2, "Adolescence and Young Adulthood" (Ann Fullerton), explores the impact of adolescence on the young adult's changing relationship with peers and on identity formation. Chapter 3, "Adapting Instructional Materials and Strategies" (Joyce Stratton), provides strategies for assessing needs and providing different levels of assistance to enable higher functioning students to experience academic success. Chapter 4, "Organization and Time Management Strategies" (Phyllis Coyne), shows how to help persons with autism learn to sequence, organize, and use time concepts in their daily lives. The last chapter, "Social Assistance" (Carol Gray), offers strategies to provide adolescents with accurate social information and effective responses to social situations. A list of resources, including organizations, newsletters, guides to relaxation techniques, and books, is appended. (Individual chapters contain references). (DB)

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